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ABSTRACT

Noting that students who learn strategies to make and complete analogies benefit in many ways, the introduction to this workbook for grades three through five defines analogies as comparisons between seemingly unrelated items. It notes that comparing an unfamiliar item to an item that is more familiar increases understanding. In addition, the introduction notes that the key to analogies is the relationship between word pairs, and as a result, students must learn to find similarities between the two pairs. After the introduction, the lessons include exercises on: classifying groups of things; classifying word groups; making word pairs; classifying word pairs; how to make an analogy; classifying analogies; part-whole and kind-of analogies; synonym and antonym analogies; descriptive analogies; completing analogies; recognizing correct analogies; complete the analogy pair; writing analogies; and the analogies game. Includes an answer key. (PM)

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THINK ANALOGIES

LEVEL A
BOOK 1

LEARNING TO CONNECT WORDS & RELATIONSHIPS

ED 471 005

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pitcher is to baseball

toe is to foot AS finger is to hand

- Kind of
- Part of
- Something used to
- Someone who
- Antonyms
- Synonyms

gill is to breathe AS fin is to swim

Earth is to planet AS Sun is to star

quarterback is to football AS

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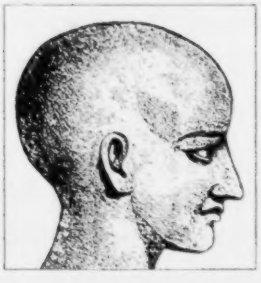
LEVEL A BOOK 1

THINK ANALOGIES

LEARNING TO CONNECT WORDS & RELATIONSHIPS

Cheryl Block



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Introduction

Students who learn strategies to make and complete analogies benefit in many ways. Students sharpen their reasoning skills as they analyze the subtleties of language and relationship presented in analogies. Analogies are useful tools for developing students' grasp of concepts and ideas in content areas. As students learn to understand simple word analogies, they move towards understanding more complex analogous relationships presented in literature, science, and history. Analogies are also a key component of many assessment and ability tests.

Analogies make comparisons between seemingly unrelated items. Comparing an unfamiliar item to an item that is more familiar increases understanding. The similarity between the items is based on the relationship being compared, not the items themselves. For instance, a suction cup is a good analogy for the tube feet on a starfish. Initially it is easier for students to find similarities between related items. Gradually, however, you want to move students towards looking for similarities between unrelated items.

Students analyze relationships between the items being compared. In the example below, the student must look at parts of the human body and determine how these parts relate to one another.

Example: mouth is to eat AS

a. acid : stomach
b. stomach : liver
c. teeth : chew
d. tongue : mouth

Students must first recognize the relationship of "mouth" to "eat." A mouth is a part of the body that is used to eat. Next they look at the relationships in the choices given. In choice a, acid is a product of the stomach. This is not the same kind of relationship. (A similar relationship would be that the stomach is used to digest.) In choice b, the stomach and the liver are both kinds of organs. In choice d, the tongue is part of the mouth. Only choice c has the same kind of relationship, teeth are used to chew.

The key to analogies is the relationship between the word pairs. Students must learn to find similarities between the two pairs. Initially, it is easier for students to do so with items that are related. Gradually, however, students should move into seeing similarities between items that seem to be unrelated. For example,

bark is to tree AS

a. leaf is to branch
b. door is to house
c. skin is to human
d. acorn is to oak

Many students would select a. Bark is part of a tree, and a leaf is part of a branch. However, a tree is a general category of plant; a branch is part of a tree. The relationship between a leaf and a branch is different from the relationship between bark and a tree. The other relationship that is similar to this is choice c. Bark is the outer surface of a tree that protects it. Our skin is also an outer surface that protects us. What makes these items analogous is the relationship they share.

Activities develop sequentially with one skill building upon another. The first 8 pages explore words and relationships. Students classify words and groups of things into general categories and form pairs of related items, but not formal analogies. Next they identify types of analogous relationships. They practice classifying kinds of analogies and selecting words and word pairs to complete them. Finally, they supply the word needed to complete an analogy.

Several of the preliminary activities on classifying groups may have more than one possible answer. Encourage creative thinking about relationships. Accept any reasonable answer. Most of the analogies, however, have one possible answer. Review the criteria listed on page 35 before accepting a different answer.

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Lisa and Brian, both of whom are aspiring teachers.
You are my joy and inspiration.

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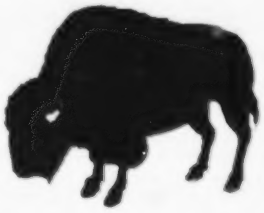
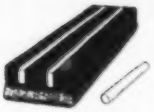
Classifying Groups of Things

Analogies use items that are related in some way. What does each group of things have in common? The first one is done for you.



1. *They are all animals.*



2. _____

3. _____

4. _____

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Classifying Word Groups

What does each group of words have in common?

1. hours, days, years, decades _____
2. hive, nest, den, lair _____
3. leaf, stem, petal, flower _____
4. edge, border, rim, margin _____
5. nervous, tense, shaky, jittery _____
6. dart, dash, sprint, race _____
7. feather, beak, talon, wing _____
8. ostrich, hen, wren, robin _____
9. glue, tape, cement, paste _____
10. cold, hot, cool, warm, _____
11. axe, hatchet, knife, saw _____
12. drain, faucet, bowl, handle _____

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Classifying Word Groups

What does each group of words have in common?

1. spin, twirl, whirl, rotate _____
2. claws, eyes, shell, legs _____
3. hard, crunchy, crisp, brittle _____
4. same, different, alike, varied _____
5. lips, gums, teeth, tongue _____
6. tractor, grader, crane, bulldozer _____
7. messy, sloppy, careless, untidy _____
8. lava, cone, ash, crater _____
9. dusk, dawn, twilight, sunrise _____
10. overcoat, jacket, blazer, slicker _____
11. brick, cement, wood, steel _____
12. study, inspect, examine, explore _____

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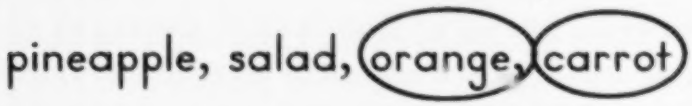
Making Word Pairs

DIRECTIONS: Circle two words that are related in each group. Tell how they are related.

Example:

(Both are kinds of fruit.)

OR



(Both are orange.)

1. fish, bird, scales, fur
2. knob, floor, door, stair
3. brush, cut, paint, box
4. petal, flower, tree, tall
5. tractor, plane, street, bulldozer
6. kite, spoon, fly, throw
7. bird, arm, school, flock
8. frog, flower, worm, toad
9. wet, dry, smooth, cold
10. hut, burrow, shed, store

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Making Word Pairs

DIRECTIONS: Circle two words that are related in each group.

1. oak, tree, leaf, deer

2. side, door, top, circle

3. shoe, shirt, button, arm

4. pull, hair, eye, brush

5. grass, board, brick, wall

6. pencil, desk, draw, toy

7. walk, dive, full, pool

8. top, wind, hard, soft

9. mittens, snow, wind, skirt

10. hut, nest, farm, hive

11. piece, little, slice, some

12. ocean, cloud, sky, night

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Classifying Word Pairs

Example: How would you classify these two pairs of words?

1. toe, foot 2. thumb, hand

First, decide what all the words have in common.

They are all parts of the human body.

Second, look at how each pair of words is related.

The first item is a part of the second item.

Now classify the following word pairs in two ways.

1. crow/bird, guppy/fish

How are the words related? _____

How is each pair related? _____

2. shed/hut, castle/palace

How are the words related? _____

How is each pair related? _____

3. smile/grin, frown/glare

How are the words related? _____

How is each pair related? _____

4. button/shirt, lace/shoe

How are the words related? _____

How is each pair related? 12

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Classifying Word Pairs

Classify the word pairs according to how the first word in each pair is related to the second word. Use these relationships: a part of, a kind of, the same as (synonym), the opposite of (antonym), something used to.

	how related?
1. bell/ring, whistle/blow	*something used to*
2. droop/sag, erect/upright	
3. spoon/stir, fork/stab	
4. harsh/shrill, gentle/soft	
5. cause/reason, effect/result	
6. essay/writing, sketch/drawing	
7. frantic/calm, hectic/quiet	
8. jump/leap, walk/pace	
9. vise/hold, lever/pry	
10. milk/liquid, bread/solid	
11. bristles/brush, teeth/comb	
12. marrow/bone, bone/skeleton	
13. Mars/planet, Sun/star	
14. peak/valley, mountain/plain	

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Classifying Word Pairs

Classify the following word pairs using these relationships: part of, kind of, same as (synonym), opposite of (antonym), something used to.

how related?

1. grip/hold, grab/clutch _____
2. spoke/wheel, rim/tire _____
3. heap/pile, jumble/mess _____
4. blade/scissors, handle/knife _____
5. globe/sphere, block/cube _____
6. axe/hatchet, knife/saw _____
7. kite/fly, ball/throw _____
8. blade/cut, vise/grip _____
9. protect/neglect, watch/ignore _____
10. frog/toad, snake/lizard _____
11. plank/board, stick/pole _____
12. birds/flock, whales/pod _____
13. spout/pour, handle/hold _____
14. raw/cooked, green/ripe 14

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How to Make an Analogy

An analogy uses four words to make a comparison. How are the following words related?

beef, chicken, pork, veal

All four words are kinds of meat. To put these words into an analogy, you must divide them into pairs. The first word, or item, is then compared to the second. The words "is to" are short for "is related to." Beef *is related to* chicken and pork *is related to* veal.

beef is to chicken **pork is to veal**

The two pairs of words are then compared to one another. The word *AS* is used to make the comparison. It is short for the words *in the same way as*. Beef is related to chicken *in the same way as* pork is related to veal. They are all kinds of meat.

beef is to chicken AS pork is to veal

You can also write the analogy using dots in place of the words.

beef : chicken :: pork : veal
(is to) (AS) (is to)

In this book, you will see analogies written both ways.

Read the analogies out loud using the words "is related to" and "in the same way as" in place of the dots.

1. guppy : fish :: hawk : bird
2. petal : flower :: branch : tree
3. top : bottom :: back : front

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Classifying Analogies

There are many different types of analogies. The relationship between the word pairs tells you what kind of analogy you have. Look at the analogy below.

pinto is to bean AS rye is to grain

How is a pinto related to a bean? A pinto is a ***kind of*** bean. How are the words *rye* and *grain* related? Rye is a ***kind of*** grain. In each pair, the first item is a ***kind of*** the second item. This analogy would be classified as a *kind of*.

Look at the next example.

thin is to slender AS wide is to broad

1. How are the first two words related?

_____

2. How are the second two words related?

_____

3. How would you classify this analogy?

_____

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Classification Analogies

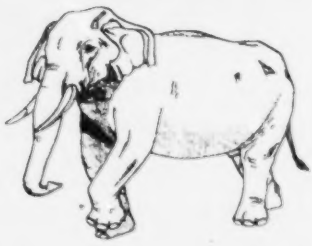
In this lesson, you will practice two types of analogies: part of and kind of.

Part-Whole

There are two different ways to show a part-whole relationship.

1. In each pair, the first item is a part of the second item.

beak is to bird AS trunk is to elephant



A beak is a part of a bird, and a trunk is a part of an elephant. Also, both parts are used for eating.

2. In each pair, the first item is part of the second item, but the second item is a group.

student is to class AS player is to team

Part-Part

1. The first two items are both parts of one thing, and the second two items are both parts of one thing.

wing is to beak AS tusk is to trunk

A wing and beak are parts of a bird. A tusk and a trunk are parts of an elephant.

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Kind of

There are three different ways to show a kind-of relationship.

1. In each pair, the first item is a kind of the second item.

pear is to fruit AS corn is to vegetable

A pear is a kind of fruit, and corn is a kind of vegetable.

2. The first two items are both kinds of one thing. The second two items are both kinds of a different thing.

apple is to orange AS corn is to squash

An apple and an orange are both kinds of fruit, and corn and squash are both kinds of vegetables.

3. All four items are the same kind of thing.

apple is to orange AS pear is to banana

An apple, orange, pear, and banana are all kinds of fruit.

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Part-Whole and Kind-of Analogies

DIRECTIONS: Classify the following analogies as

a) part of or b) kind of

1. chair **is to** table **AS** bed **is to** dresser _____
2. drawer **is to** dresser **AS** leg **is to** chair _____
3. soccer **is to** sport **AS** tag **is to** game _____
4. tennis **is to** bowling **AS** hockey **is to** golf _____
5. pit **is to** apricot **AS** rind **is to** orange _____
6. robin **is to** bird **AS** snake **is to** reptile _____
7. twig **is to** branch **AS** finger **is to** hand _____
8. canoe **is to** sailboat **AS** car **is to** truck _____
9. shirt **is to** dress **AS** pants **is to** coat _____
10. water **is to** lake **AS** sand **is to** desert _____
11. hive **is to** nest **AS** den **is to** burrow _____
12. tire **is to** trunk **AS** engine **is to** hood _____
13. elbow **is to** wrist **AS** ankle **is to** knee _____
14. rock **is to** music **AS** painting **is to** art _____
15. page **is to** book **AS** ring **is to** binder _____

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Synonym and Antonym Analogies

In this lesson, you will practice two types of analogies: synonyms and antonyms.

Synonyms

In each pair, the first word means the same as the second word.

speedy is to quick AS slow is to sluggish

Speedy and quick are synonyms for fast. Slow and sluggish are synonyms for slow. Both word pairs are synonyms. All four words are related to speed.

Antonyms

In each pair, the first word means the opposite of the second.

big is to little AS tall is to short

All four words are related to size.

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Synonym and Antonym Analogies

Classify the following analogies as

a) synonyms or b) antonyms

1. noise **is to** clatter **AS** uproar **is to** din _____
2. grasp **is to** clutch **AS** seize **is to** snatch _____
3. cheerful **is to** glad **AS** joyous **is to** merry _____
4. glossy **is to** shiny **AS** dull **is to** tarnished _____
5. narrow **is to** wide **AS** thin **is to** thick _____
6. mend **is to** patch **AS** fix **is to** repair _____
7. sharp **is to** dull **AS** pointed **is to** blunt _____
8. sloppy **is to** messy **AS** neat **is to** tidy _____
9. mighty **is to** strong **AS** weak **is to** puny _____
10. fly **is to** soar **AS** float **is to** drift _____
11. cry **is to** weep **AS** laugh **is to** giggle _____
12. cord **is to** rope **AS** twine **is to** string _____
13. pull **is to** tug **AS** push **is to** shove _____
14. move **is to** stay **AS** go **is to** stop _____
15. cloudy **is to** clear **AS** rainy **is to** sunny _____

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Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. kind of	**b.** synonym	**c.** antonym	**d.** part of

1. shell **is to** crab **AS** feathers **is to** owl ___d___

2. waist **is to** middle **AS** belly **is to** stomach ____

3. want **is to** desire **AS** wish **is to** long for ____

4. mystery **is to** novel **AS** symphony **is to** music ____

5. hard **is to** soft **AS** stiff **is to** flexible ____

6. lima **is to** bean **AS** lemon **is to** citrus ____

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Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. kind of	**b.** synonym	**c.** antonym	**d.** part of

1. fresh : stale :: crisp : wilted ____

2. harsh : severe :: mean : cruel ____

3. ice : solid :: water : liquid ____

4. link : chain :: board : fence ____

5. cord : phone :: hose : vacuum ____

6. claw : pincer :: paw : foot ____

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Descriptive Analogies

Something used to

In this book, we show two different something-used-to relationships.

1. In each pair, the first item is an object, and the second item tells *on what* the object is used.

hammer is to nails AS saw is to wood

A hammer is used on nails, and a saw is used on wood.

2. In each pair, the first item is also an object, but the second item tells *how* the object is used.

hammer is to pound AS saw is to cut

A hammer is used to pound, and a saw is used to cut.

Someone who

In this book, we show two different someone-who relationships.

1. In each pair, the first item names a person, and the second item tells *what the person does.*

pilot is to flies AS captain is to steers

A pilot is someone who flies a plane, and a captain is someone who steers a ship.

2. In each pair, the first item names a person, and the second item tells *what the person uses or works with.*

pilot is to plane AS captain is to ship

A pilot is someone who flies a plane, and a captain is someone who steers a ship.

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Descriptive Analogies

DIRECTIONS: Classify the following analogies as

a) something used to or b) someone who

1. crane **is to** lift **AS** tractor **is to** pull _____
2. bat **is to** hit **AS** ball **is to** throw _____
3. baker **is to** bread **AS** butcher **is to** meat _____
4. soldier **is to** fights **AS** general **is to** leads _____
5. maid **is to** cleans **AS** porter **is to** carries _____
6. glass **is to** drink **AS** plate **is to** eat _____
7. book **is to** read **AS** film **is to** view _____
8. miner **is to** digs **AS** farmer **is to** plows _____
9. teacher **is to** instructs **AS** student **is to** learns _____
10. nose **is to** smell **AS** eye **is to** see _____
11. goalie **is to** guards **AS** forward **is to** shoots _____
12. oven **is to** heat **AS** refrigerator **is to** cool _____
13. mechanic **is to** car **AS** plumber **is to** sink _____
14. optician **is to** eyes **AS** dentist **is to** teeth _____
15. chef **is to** cooks **AS** waiter **is to** serves _____

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Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. used to	**b.** someone who	**c.** kind of	**d.** part of

1. minstrel : sings :: poet : recites ____

2. ballad : song :: ode : poem ____

3. lemonade : juice :: seltzer : water ____

4. pit : cherry :: seeds : orange ____

5. gorilla : ape :: grizzly : bear ____

6. sash : tie :: belt : buckle ____

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Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. used to	**b.** synonym	**c.** kind of	**d.** part of

1. beam : support :: wall : divide ____

2. brick : lumber :: concrete : steel ____

3. salt : flavor :: syrup : sweeten ____

4. mural : painting :: statue : sculpture ____

5. hook : hang :: shelf : hold ____

6. cafe : restaurant :: pharmacy : drug store ____

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Classifying Analogies

DIRECTIONS: Read the analogy and decide how each word pair is related. Then choose the correct type of analogy from the box below, and write the letter on the line.

a. part of	**b.** synonym	**c.** antonym	**d.** someone who

1. polite : rude :: considerate : insulting ____

2. lobby : hotel :: entry : house ____

3. droop : sag :: lift : raise ____

4. nose : plane :: prow : ship ____

5. waiter : serves :: maid : cleans ____

6. pitcher : throws :: batter : hits ____

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Completing Analogies

Choose the best pair of words to complete this analogy.

foot is to man AS _____

a. bird is to flock
b. hand is to finger
c. arm is to leg
d. paw is to cat

1. Each word pair should have the same type of relationship. Look at choice c below. All of the words are body parts, but an arm is not part of a leg. Choice c is incorrect. This leaves choices a, b, and d.

   c. foot is to man AS arm is to leg

2. Both relationships should work in the same way. Look at choice a below. Both word pairs have a part-of relationship, but not in the same way. In the first word pair, the first item is a part of the second item. In the second word pair, the first item is a part of a group. Choice a is not the best choice. This leaves choices b and d.

   a. foot is to man AS bird is to flock

3. Words in each pair should be in the same order. Look at choice b below. The words in the second pair are not related in the same way as the words in the first pair. A hand is not part of a finger.

   b. foot is to man AS hand is to finger

4. The correct answer choice is d.

   d. foot is to man AS paw is to cat

A foot is part of a man's body used for moving, and a paw is part of a cat's body used for moving.

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Recognizing Correct Analogies

DIRECTIONS: An analogy compares two word pairs that have the same relationship. Explain why each analogy below is correct or incorrect.

1. kernel **is to** stalk **AS** husk **is to** cob

_____

2. poke **is to** jab **AS** hit **is to** miss

_____

3. sturdy **is to** wobbly **AS** flimsy **is to** solid

_____

4. snake **is to** reptile **AS** deer **is to** bear

_____

5. lace **is to** bow **AS** ribbon **is to** tie

_____

6. notes **is to** music **AS** letters **is to** text

_____

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Complete the Analogy—Select

DIRECTIONS: Choose the best word to complete each analogy and write it on the line.

EXAMPLE

1. peel : banana :: fuzz : *peach* — kitten, peach, shave, hair

2. cast : pitch :: hurl : _____ — ball, play, throw, sport

3. pine : tree :: rose : _____ — flower, lily, thorn, leaf

4. whale : mammal :: shark : _____ — tuna, animal, large, fish

5. build : destroy :: construct : _____ — erect, demolish, structure, fix

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Complete the Analogy—Select

DIRECTIONS: Choose the best word to complete each analogy and write it on the line.

1. spatula : spread :: tongs : _____
   hold
   cut
   shave
   pour

2. twilight : dusk :: sunrise : _____
   night
   dark
   dawn
   early

3. slicker : raincoat :: blazer : _____
   car
   jacket
   skirt
   dress

4. ear : corn :: stalk : _____
   lettuce
   fruit
   celery
   fish

5. crunchy : soggy :: crisp : _____
   sharp
   bitter
   soft
   round

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Complete the Analogy—Select

DIRECTIONS: Choose the best word to complete each analogy and write it on the line.

1. kelp : seaweed :: mold : _____
   - fungus
   - rock
   - animal
   - fruit

2. mask : shield :: hide : _____
   - view
   - reveal
   - cover
   - top

3. tape : recorder :: disk : _____
   - data
   - speaker
   - CD
   - computer

4. energy : vigor :: strength : _____
   - wealth
   - power
   - weakness
   - armor

5. work : rest :: toil : _____
   - slave
   - eat
   - relax
   - earn

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Complete the Analogy—Select

DIRECTIONS: Choose the best word to complete each analogy and write it on the line.

1. gill : fish :: lung : _____
   foot
   shark
   lizard
   breath

2. teeth : chew :: tongue : _____
   smell
   taste
   hold
   bite

3. thaw : freeze :: melt : _____
   hill
   harden
   soften
   drink

4. paw : hoof :: beak : _____
   leg
   bill
   claw
   bird

5. baker : bread :: builder : _____
   pies
   houses
   trees
   works

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Complete the Analogy—Select

DIRECTIONS: Choose the best word to complete each analogy and write it on the line.

1. hang : lift :: dangle : _____
   droop
   push
   raise
   fall

2. indigo : blue :: crimson : _____
   red
   color
   blue
   sport

3. prune : trim :: clip : _____
   bush
   cut
   thorn
   eat

4. wing : plane :: sail : _____
   water
   car
   boat
   fish

5. fin : swim :: wing : _____
   bird
   fly
   walk
   fish

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Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

EXAMPLE

1. copper : tin ::

a. oak : cedar
b. iron : wood
c. copper : pot
d. pottery : art

2. lid : jar ::

a. top : bottom
b. jar : open
c. can : lid
d. cap : bottle

3. saw : axe ::

a. hammer : wrench
b. hammer : nails
c. scissors : cut
d. saw : wood

4. tweezers : pluck ::

a. pliers : pull
b. trim : nails
c. spoon : fork
d. scissors : hair

5. gaze : stare ::

a. telescope : gaze
b. look : watch
c. eye : look
d. watch : time

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Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. blurry : sharp ::
   a. hazy : clear
   b. bright : dim
   c. light : dark
   d. foggy : gray

2. antlers : deer ::
   a. arms : boy
   b. legs : dog
   c. horns : bull
   d. elephant : tusk

3. scale : weigh ::
   a. tape : glue
   b. scale : pounds
   c. ruler : measure
   d. pounds : weigh

4. potato : root ::
   a. fish : animal
   b. peach : pear
   c. pit : apricot
   d. lettuce : leaf

5. wick : candle ::
   a. match : light
   b. bulb : lamp
   c. eye : look
   d. candle : fire

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Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. bark : tree ::
   a. elm : tree
   b. arm : person
   c. bear : deer
   d. fur : otter

2. thread : sew ::
   a. sew : stitch
   b. string : tie
   c. thread : needle
   d. ribbon : bow

3. peach : fruit ::
   a. peel : banana
   b. jam : fruit
   c. fuzz : peach
   d. raspberry : berry

4. window : see ::
   a. curtain : cover
   b. window : scene
   c. look : see
   d. door : look

5. remain : stay ::
   a. go : visit
   b. stop : go
   c. stay : leave
   d. leave : go

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Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. mouth : eat ::
   a. acid : stomach
   b. digest : stomach
   c. teeth : chew
   d. tongue : mouth

2. Earth : planet ::
   a. Earth : moon
   b. planet : moon
   c. Sun : star
   d. planet : asteroid

3. clerk : sells ::
   a. store : sells
   b. poem : reads
   c. customer : buys
   d. traveler : visits

4. oyster : clam ::
   a. tuna : sardine
   b. fish : tuna
   c. shell : clam
   d. clam : ocean

5. humid : damp ::
   a. wet : dry
   b. arid : dry
   c. wet : ocean
   d. water : wet

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Complete the Analogy Pair

DIRECTIONS: Circle the letter of the word pair that best completes each analogy.

1. player : team ::	a. player : game b. class : teacher c. scout : troop d. many : group
2. far : near ::	a. distant : far b. far : away c. distant : close d. near : far
3. cobra : snake ::	a. puppy : dog b. poodle : dog c. cat : lion d. lizard : snake
4. soap : clean ::	a. water : rinse b. clean : rinse c. water : soap d. soap : detergent
5. sack : bag ::	a. box : gift b. box : crate c. box : fight d. sack : lunch

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Writing Analogies

When writing analogies, remember these three things:

1. Both word pairs should have the same type of relationship.

peel : banana :: rind : orange

(peel is part of a banana) (rind is part of a orange)

2. The relationship should work in the same way for each pair.

wing is to bird as fin is to fish

(wing is the part of a bird that lets it move)
(fin is the part of a fish that lets it move)

3. Words in each pair should be in the same order.

kiwi : fruit :: squash : vegetable

The first part of the analogy states that a kiwi is a kind of fruit. The second part of the analogy uses the same order: squash is a kind of vegetable.

Choose the correct words to complete the following analogy. Be sure to put them in the correct order.

plants : jungle :: _____ : _____

(sand, plains, desert, mountain)

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Complete the Analogy—Select

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. begin : end :: _____ : _____

start
continue
complete
final

2. mast : sailboat :: _____ : _____

motor
oar
ferry
speedboat

3. cone : pine :: _____ : _____

maple
acorn
syrup
oak

4. fang : tooth :: _____ : _____

horse
snake
foot
paw

5. build : make :: _____ : _____

erect
demolish
structure
construct

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Complete the Analogy—Select

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. high : low :: _____ : _____

top
above
bottom
tall

2. wing : butterfly :: _____ : _____

mane
leg
snail
horse

3. coral : reef :: _____ : _____

forest
desert
cactus
sand

4. heap : pile :: _____ : _____

bunch
bundle
large
several

5. direct : obey :: _____ : _____

lead
enjoy
agree
follow

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Complete the Analogy—Select

DIRECTIONS: Choose the correct words to complete each analogy and write them on the lines.

1. heel : shoe :: _____ : _____

brim
toe
hat
leather

2. spoon : stir :: _____ : _____

stab
spoon
fork
bowl

3. author : writes :: _____ : _____

pictures
books
artist
paints

4. blade : fan :: _____ : _____

window
warm
heater
vent

5. oar : row :: _____ : _____

sail
rudder
steer
motor

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Complete the Analogy—Supply

DIRECTIONS: Write the best word on the line to complete each analogy.

1. ear : hear :: teeth : _____

2. dim : clear :: dark : _____

3. top : bottom :: front : _____

4. cougar : cheetah :: lion : _____

5. trip : stumble :: slip : _____

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Complete the Analogy—Supply

DIRECTIONS: Write the best word on the line to complete each analogy.

1. axe : wood :: scissors : _____

2. canoe : speedboat :: sailboat : _____

3. long : lengthy :: brief : _____

4. engineer : train :: driver : _____

5. antenna : ant :: whiskers : _____

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Game Directions

General Setup: Copy the entire 2-page game board (pp. 45–46) for the picture analogies. Trim the outside margin of each page, and then put the pages together. Glue the pages on tagboard. Laminate or cover with clear contact paper. Copy the picture cards, glue them onto tagboard, laminate, and cut them out.

Game for 2 players using PICTURE CARDS: Shuffle the cards and place them in a pile. Each player begins with four cards, which can be placed on the floor or desk. The first player places one card on the board and then draws a new card. The next player does the same. It takes four cards to make an analogy. (You can place two picture cards per game board box. There is room for 9 analogies on the board.)

The goal for each player is to complete the most analogies. If you cannot make an analogy with the cards you have, return one card to the bottom of the pile and draw a new card. Players will build on one another's analogies. The player who completes an analogy by placing the fourth card gets credit for that analogy.

Once the game board is filled, check the completed analogies against the answer key. The player who completed the most analogies correctly is the winner. An incorrect analogy receives no credit.

Alternative for special needs students: Each player begins with 6 cards. On each turn, a player puts one card back in the pile and draws a new card, until he/she can make another analogy. When a player has a completed analogy (4 cards), he/she places it on the game board and then draws 4 new cards from the pile. Play continues until the board is full (9 analogies).

WORD CARD Setup: Use the entire game board or divide the board into two sides.

Game for 2 players using WORD CARDS: Shuffle the cards and place them in a pile. Each player begins with 4 cards, which can be placed on the floor or desk. Each card shows half of an analogy. When a player has a completed analogy (4 cards), he/she places it on the game board and then draws 2 new cards from the pile. If a player cannot make an analogy, he/she returns one card to the bottom of the pile and draws a new card. Players take turns picking cards.

Once the board is filled (or one side of the board is filled), check the completed analogies against the answer key. An incorrect analogy receives no credit. The player who completed the most analogies correctly is the winner.

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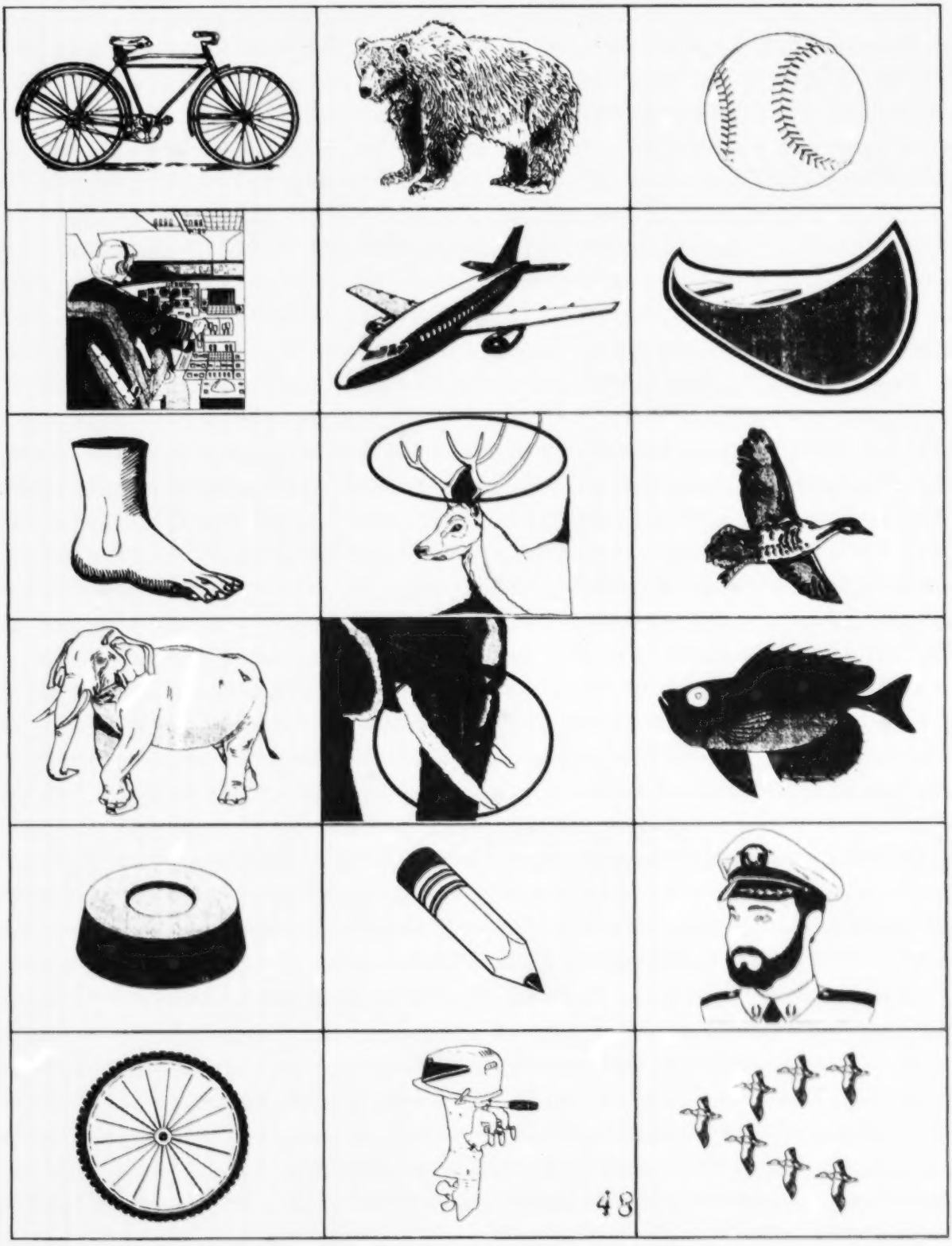
PICTURE CARDS—Photocopy this page. Paste on tagboard and laminate or cover with clear contact paper and then cut apart.



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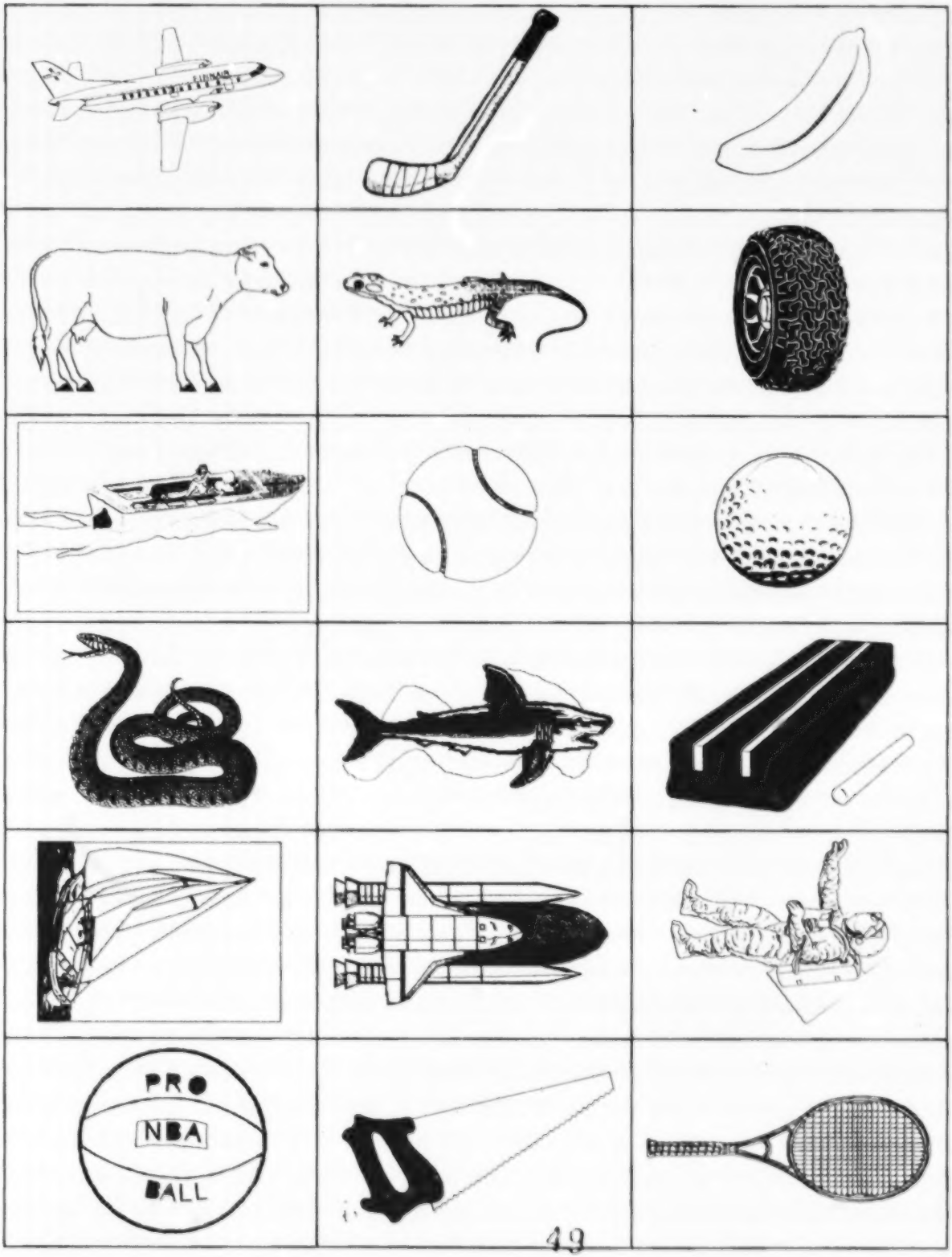
PICTURE CARDS—Photocopy this page. Paste on tagboard and laminate or cover with clear contact paper and then cut apart.



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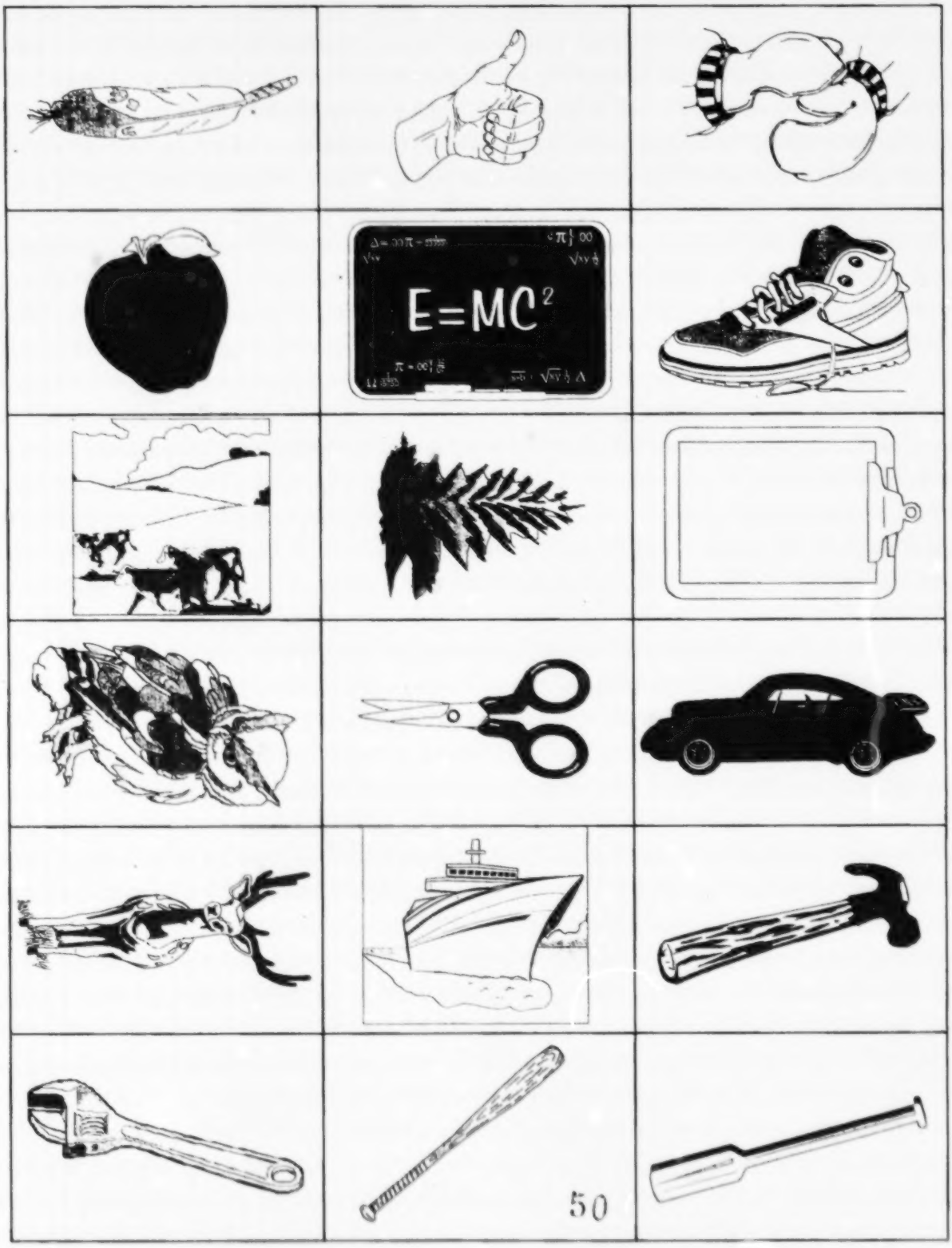
PICTURE CARDS—Photocopy this page. Paste on tagboard and laminate or cover with clear contact paper and then cut apart.



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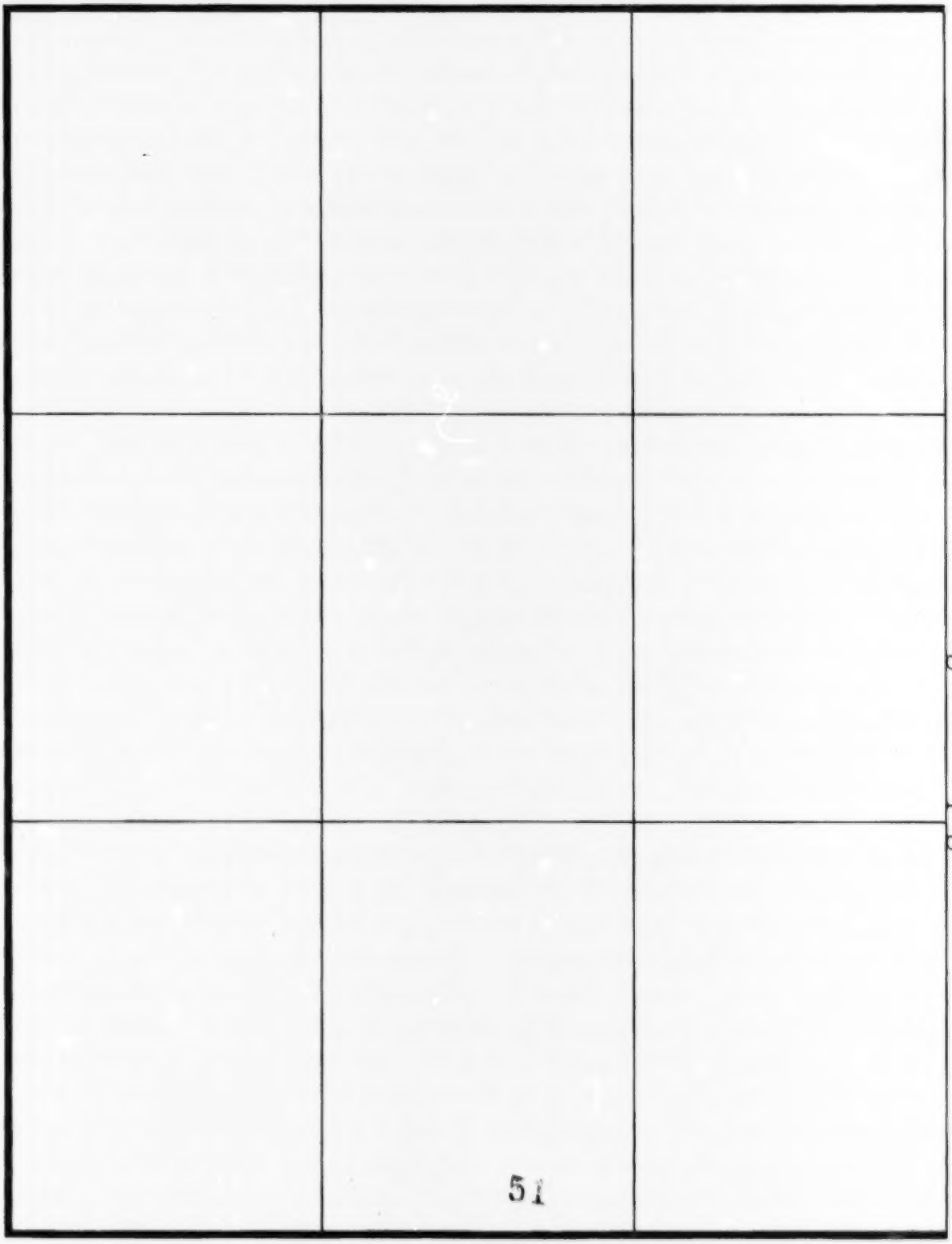
Game Board



Trim the outside margin of this page.

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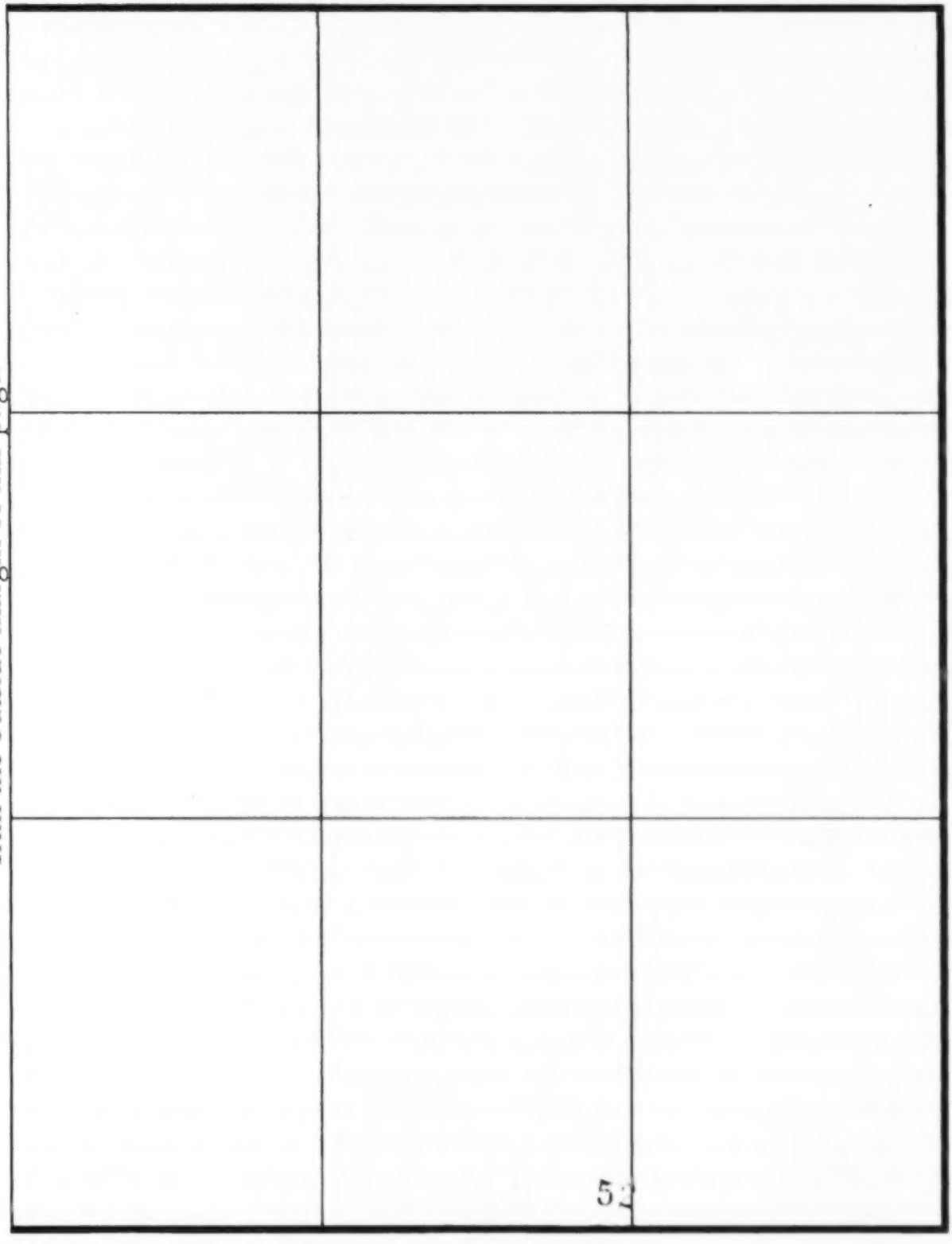
Game Board



Trim the outside margin of this page.

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WORD CARDS—Photocopy this page. Paste on tagboard and laminate or cover with clear contact paper and then cut apart.

frantic is to calm	full is to empty	unhappy is to sad
nervous is to relaxed	umbrella is to rain	paw is to dog
open is to closed	angry is to mad	frog is to toad
sunglasses is to sun	rock is to boulder	seal is to otter
pebble is to stone	happy is to glad	hoof is to horse
branch is to tree	leaf is to stem	petal is to flower

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WORD CARDS—Photocopy this page. Paste on tagboard and laminate or cover with clear contact paper and then cut apart.

scale is to fish	fable is to story	racket is to ball
cloud is to sky	poet is to pen	stick is to puck
wave is to ocean	hour is to day	mural is to painting
fur is to cat	month is to year	painter is to brush
carpenter is to hammer	second is to minute	link is to chain
mystery is to book	feather is to bird	board is to fence

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Answer Key

Note: Activities in pages 1–8 may have more than one answer. If a student gives a reasonable answer, you can accept it. Most activities after page 8 will have only one possible answer. Before accepting an alternative answer, check that the student has met all the criteria for an analogy as listed on page 35.

In the Classifying activities pp. 1–3, student responses do not have to include the words *part of, kind of,* etc.

Classifying Groups of Things (p. 1)

1. kinds of animals
2. things found in a classroom
3. parts of the body
4. things about holidays

Classifying Word Groups (p. 2)

1. time words
2. kinds of animal homes
3. parts of a plant
4. words for edge
5. words for nervous
6. words for run
7. parts of a bird
8. kinds of birds
9. things that stick
10. words for temperature
11. kinds of cutting tools
12. parts of a sink

Classifying Word Groups (p. 3)

1. words for turn
2. animal parts
3. words for hard
4. words for same and different
5. parts of the mouth
6. construction vehicles
7. words for messy
8. parts of a volcano
9. words for time of day
10. kinds of coats
11. kinds of building materials
12. words for study

Making Word Pairs (p. 4)

1. fish, scales (fish, bird)
2. knob, door
3. brush, paint
4. petal, flower (flower, tree)
5. tractor, bulldozer
6. kite, fly
7. bird, flock
8. frog, toad
9. wet, dry
10. hut, shed

Making Word Pairs (p. 5)

1. leaf, tree (oak, tree)
2. side, top
3. shirt, shoe (button, shirt)
4. hair, brush
5. brick, wall
6. pencil, draw
7. dive, pool
8. hard, soft
9. mittens, snow
10. nest, hive
11. piece, slice
12. cloud, sky

Lesson: Classifying Word Pairs (p. 6)

1. All items are animals. Each pair is one kind of animal, bird, or fish.
2. All items are houses. Each pair is the same kind of house.
3. All items are facial expressions. Each pair is the same kind of expression.
4. All items are clothing. The first is part of the second.

Classifying Word Pairs (p. 7)

1. something used to
2. synonyms
3. something used to
4. synonyms
5. synonyms
6. kind of
7. antonyms
8. synonyms
9. something used to
10. kind of
11. part of
12. part of
13. kind of
14. antonyms

Classifying Word Pairs (p. 8)

1. synonyms
2. part of (parts of a car, parts of a bike, one part of other)
3. synonyms
4. parts of

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5. kinds of
6. kinds of (cutting tools)
7. something used to
8. something used to
9. antonyms
10. kinds of (animals)
11. synonyms
12. part of
13. something used to
14. antonyms

Lesson: Classifying Analogies (p. 10)

1. They mean the same.
2. They mean the same.
3. synonyms

Part-whole and Kind-of Analogies (p. 13)

1. b (kinds of furniture)
2. a
3. b (kinds of sports, games)
4. b (kinds of sports)
5. a
6. b (robin is a kind of bird, snake is a kind of reptile)
7. a (parts of a tree, flower)
8. b (2 kinds of boats, 2 kinds of land vehicles)
9. b (kinds of clothing)
10. a
11. b (kinds of animal homes)
12. a (parts of a vehicle, car)
13. a (parts of an arm, a leg)
14. b
15. a

Synonym and Antonym Analogies (p. 15)

1. a
2. a
3. a
4. a
5. b
6. a
7. b
8. a
9. a
10. a
11. a
12. a
13. a
14. b
15. b

Classifying Analogies (p. 16)

1. d
2. b
3. b
4. a
5. c
6. a

Classifying Analogies (p. 17)

1. c
2. b
3. a
4. d
5. d
6. a

Descriptive Analogies (p. 19)

1. a
2. a
3. b
4. b
5. b
6. a
7. a
8. b
9. b
10. a
11. b
12. a
13. b
14. b
15. b

Classifying Analogies (p. 20)

1. b
2. c
3. c
4. d
5. c
6. a

Classifying Analogies (p. 21)

1. a
2. c
3. a
4. c
5. a
6. b

Classifying Analogies (p. 22)

1. c
2. a
3. b
4. a
5. d
6. d

Recognizing Correct Analogies (p. 24)

1. C. Both pairs are parts of corn
2. 1. The words in the first pair mean the same. The words in the second pair are opposites.
3. 1. Both pairs are antonyms, but they are not in the same order.
4. 1. A snake is a kind of reptile, but a deer is not a kind of bear.
5. 1. Lace and bow are both kinds of trim. Ribbon is used to tie a bow.
6. C. Notes are part of music, and letters are part of text.

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Complete the Analogy—Select (p. 25)

1. peach
2. throw
3. flower
4. fish
5. demolish

Complete the Analogy—Select (p. 26)

1. hold
2. dawn
3. jacket
4. celery
5. soft

Complete the Analogy—Select (p. 27)

1. fungus
2. cover
3. computer
4. power
5. relax

Complete the Analogy—Select (p. 28)

1. lizard
2. taste
3. harden
4. bill
5. houses

Complete the Analogy—Select (p. 29)

1. raise
2. red
3. cut
4. boat
5. fly

Complete the Analogy Pair (p. 30)

1. a (2 kinds of metal, 2 kinds of wood)
2. d
3. a (kinds of tools)
4. a
5. b

Complete the Analogy Pair (p. 31)

1. a
2. c
3. c
4. d
5. b

Complete the Analogy Pair (p. 32)

1. d
2. b
3. d
4. a
5. d

Complete the Analogy Pair (p. 33)

1. c
2. c
3. c
4. a
5. b

Complete the Analogy Pair (p. 34)

1. c
2. c
3. b
4. a
5. b

Lesson: Writing Analogies (p. 35)

sand : desert

Complete the Analogy—Select (p. 36)

1. start, complete
2. motor, speedboat
3. acorn, oak
4. paw, foot
5. construct, erect (any order)

Complete the Analogy—Select (p. 37)

1. top, bottom
2. leg, horse (used to move)
3. sand, desert
4. bunch, bundle (any order)
5. lead, follow

Complete the Analogy—Select (p. 38)

1. brim, hat
2. fork, stab
3. artist, paints
4. vent, heater
5. rudder, steer

Complete the Analogy—Supply, possible answers (p. 39)

1. chew, bite, eat
2. light, bright, sunny
3. back, rear, behind
4. any other cat
5. fall, slide, tumble

Complete the Analogy—Supply (p. 40)

1. paper, hair, etc. (anything that is cut with scissors)
2. any other boat with a motor
3. short, quick, etc.
4. car, van, truck
5. any animal with whiskers

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Picture Game

Something used to

1. racquet is to tennis ball AS hockey stick is to puck
2. paddle is to canoe AS outboard is to speedboat
3. mittens is to hand AS shoe is to foot
4. chalk is to chalkboard AS pencil is to paper
5. saw is to pine tree AS scissors is to paper

Kind of

1. baseball is to tennis ball AS basketball is to golf ball (any order)
2. canoe is to sailboat AS ship is to speedboat
3. duck is to owl AS cow is to elephant (or bear or deer)
4. cow is to elephant AS deer is to bear (any order)
5. duck is to owl AS lizard is to snake
6. lizard is to snake AS shark is to fish
7. bicycle is to car AS plane is to rocket (or any 2 boats)
8. plane is to space shuttle AS ship is to speedboat (or canoe, or sailboat)
9. ship is to speedboat AS canoe is to sailboat

Part of

1. outboard motor is to speedboat AS oar is to canoe
2. duck is to flock AS cow is to herd
3. feather is to duck AS antlers is to deer (or tusk is to elephant)
4. wheel is to bicycle AS tire is to car

Someone who

1. captain is to ship AS pilot is to plane (or astronaut is to space shuttle)

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Word Game

1. racquet is to ball AS stick is to puck
2. fable is to story AS mural is to painting OR mystery is to book
3. painter is to brush AS poet is to pen OR carpenter is to hammer
4. link is to chain AS board is to fence
5. hour is to day AS month is to year OR second is to minute
6. feather is to bird AS scale is to fish OR fur is to cat
7. unhappy is to sad AS happy is to glad OR angry is to mad
8. paw is to dog AS hoof is to horse
9. frog is to toad AS seal is to otter
10. full is to empty AS open is to closed
11. frantic is to calm AS nervous is to relaxed
12. sunglasses is to sun AS umbrella is to rain
13. pebble is to stone AS rock is to boulder
14. cloud is to sky AS wave is to ocean
15. petal is to flower AS leaf is to stem OR branch is to tree

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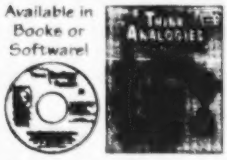

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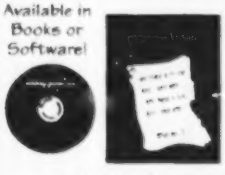

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